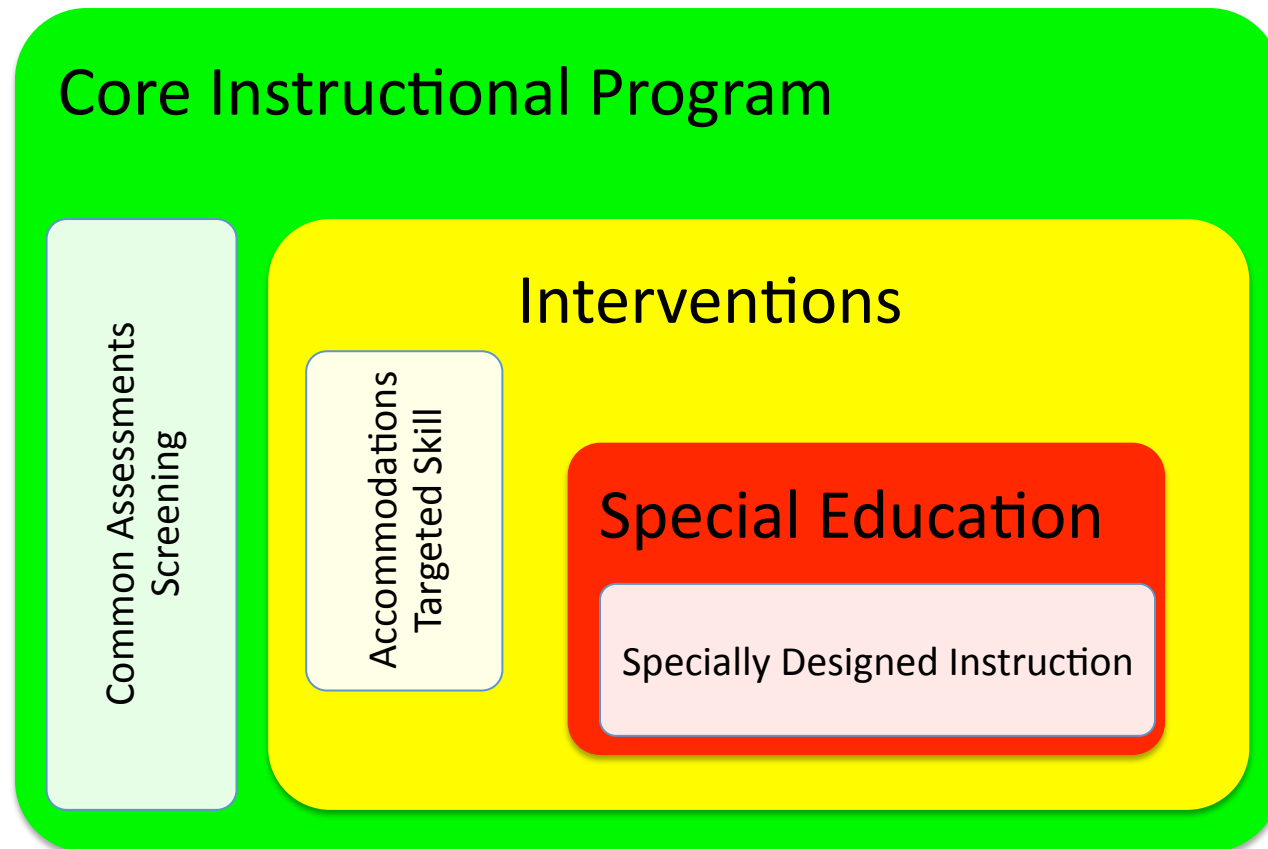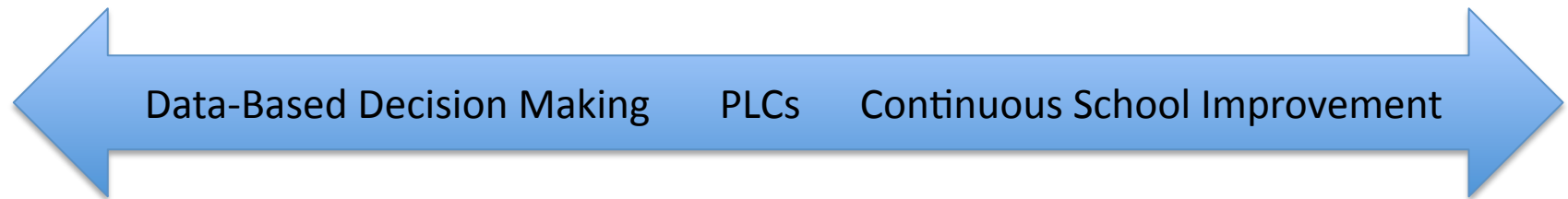# How RTI Works in SECONDARY SCHOOLS

Evelyn S. Johnson
Lori Smith
Monica L. Harris

Foreword by
Daryl F. Mellard

Agenda

- ✓ RTI Overview
- ✓ Challenges to Implementation (Activity)
- ✓ Tier 1: Instruction, Assessment, Leadership
- ✓ Tier 2: Intervention, Progress Monitoring, Implementation
- ✓ Necessary Conditions for Getting Started

RTI Features

☑ Evidence-based, differentiated curriculum

☑ School-wide screening

☑ Two or more tiers of increasingly intense interventions

☑ Progress monitoring

☑ Delineation of cut scores for responsiveness

☑ Use of student data in decision-making

☑ Substantiated learner outcomes

Applications of RTI 6-12

Build Capacity (Prevention)
- Schools can meet the demands of a diverse student population

Intervention
- Target students who are at-risk for dropping out of school

Continuous school improvement
- Better teaching and learning through an integrated system

Harsh Realities of RTI

➢ Getting to 100% requires working with the bottom 20%

➢ Children who are at risk face the 'tyranny of time' (Kame'enui, 1998)

➢ Assuming students will 'catch up' with practice as usual is not wise. Catching up is a low probability occurrence.

➢ The bottom 20% will require a very different kind of effort in both the short & long term.

➢ RTI will likely require substantial shifts in traditional instructional practice

*Deshler (2009)

6

Group Discussion

- Why should my school consider RTI implementation?

- What are the challenges to implementation?

- What is already in place that we can build upon?

Building a Strong Core Instructional Program

TIER 1: INSTRUCTION, ASSESSMENT, LEADERSHIP

Guiding Questions

- What is evidence-based core instruction?

- How do we know when it is in place?

- How do we get started?

What is evidence-based instruction?

- To be described as "evidence based," an instructional program or collection of practices should have been tested and shown to have a record of success. That is, reliable, trustworthy, and valid evidence indicates that when that program or set of practices is used, children can be expected to make adequate gains in achievement.

Big Five for Secondary
http://www.centeroninstruction.org/

- Word Study

- Fluency

- Vocabulary

- Comprehension

- Motivation

Boardman, A.G., Roberts, G., Vaughn, S., Wexler, J., Murray, C.S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief. Portsmouth, NH: CPR Center on Instruction.*

What Teachers Teach All Students

Targeting elements of instruction that provide relevant literacy skills in specific content areas:

1. Essential content and vocabulary

2. Cognitive strategies and higher-level thinking skills

3. Improving motivation and engagement

Instructional Recommendations

1. Provide **explicit vocabulary** instruction

2. Provide **direct and explicit comprehension strategy** instruction

3. Provide opportunities for **extended discussion** of text meaning and interpretation

4. Increase student **motivation and engagement** in literacy learning

5. Make available **intensive and individualized interventions for struggling readers** that can be provided by trained specialists

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Elective classroom and intervention practices: A Practice Guide*

While every content teacher is <u>not</u> a reading teacher, every teacher instructs students in how to read and process content

# University of Kansas Center for Research on Learning (KUCRL)

- Founded in 1978. Over 30 years of scientifically-based research
- Developed the **Strategic Instruction Model (SIM)**
  - Learning Strategies
  - Content Enhancement Routines
  - Cooperative Strategies
  - Community Building Strategies
  - Motivation Strategies
- Developed **Content Literacy Continuum (CLC)**
- Over $120 million R & D

5 Questions…

1. What's in place in **core classes** to ensure that students will get the **"critical" content** in spite of their literacy skills?

2. Are procedures for teaching powerful **learning strategies embedded** in courses across the curriculum?

3. What happens for students who know how to decode but can't **comprehend** well?

4.   What happens for those students who are **reading below** the 4th grade level?

5. What happens for students who have **language** problems?

Building Blocks for Content Literacy

HIGHER ORDER

SUBJECT MATTER

STRATEGIES

SKILLS

LANGUAGE
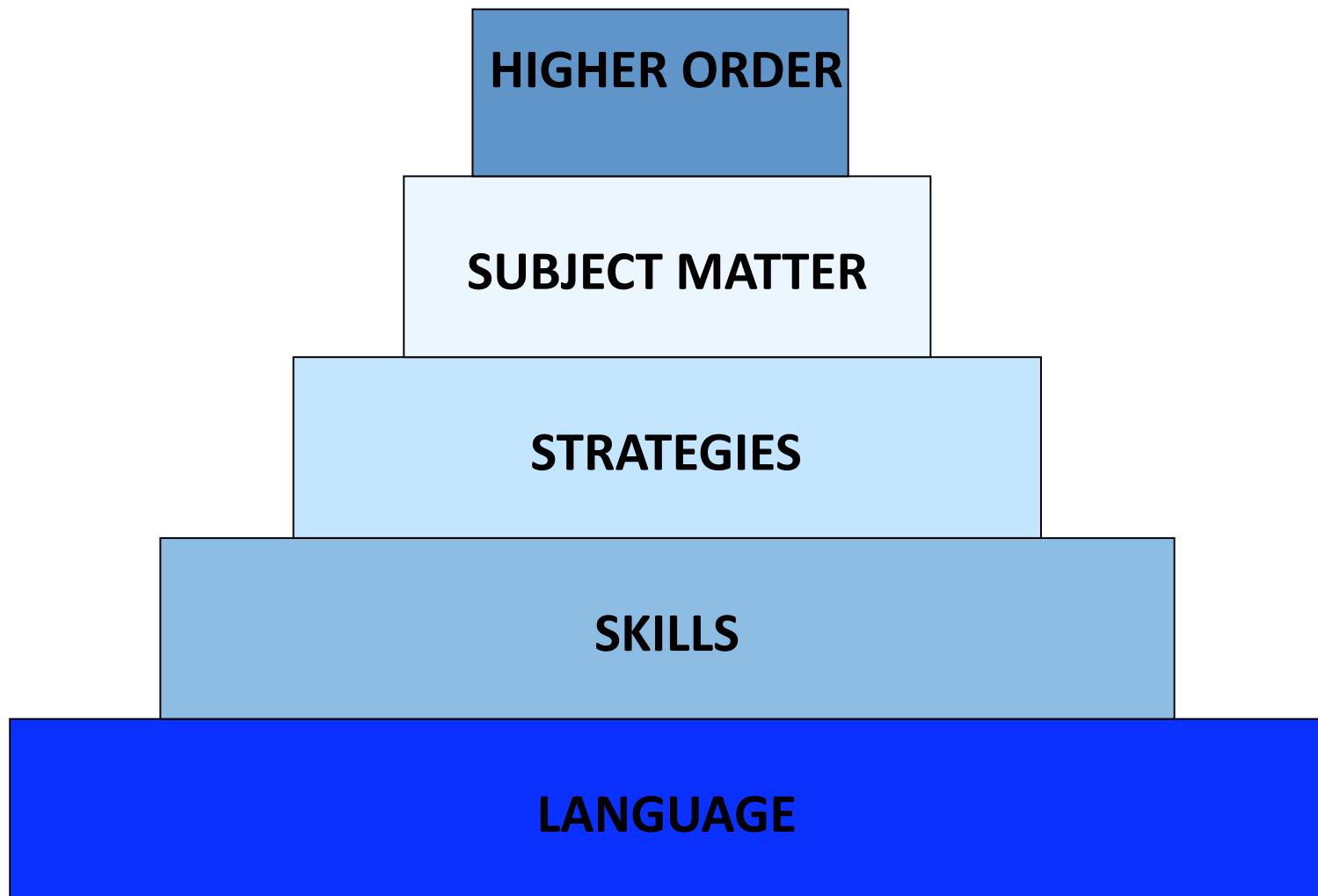
A Continuum of Literacy Instruction
(Content Literacy Continuum -- CLC)

HIGHER ORDER

SUBJECT MATTER

Level 1: Enhance content instruction (mastery of critical content for *all* regardless of literacy levels)

STRATEGIES

Level 2: Embedded strategy instruction (routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: Intensive strategy instruction (mastery of specific strategies using intensive-explicit instructional sequences)

SKILLS

Level 4: Intensive basic skill instruction (mastery of entry level literacy skills at the 4th grade level)

LANGUAGE

Level 5: Therapeutic intervention (mastery of language underpinnings of curriculum content and learning strategies)

Content Literacy "Synergy"

Level 1. Enhanced Content Instruction

Level 2. Embedded Strategy Instruction

Level 3. Intensive Strategy Instruction
- strategy classes
- strategic tutoring

Level 4. *Intensive* Basic Skill Instruction

Level 5. Therapeutic Intervention
- Language programming

Improved Literacy

KU-CRL   CLC- Lenz, Ehren, & Deshler, 2005
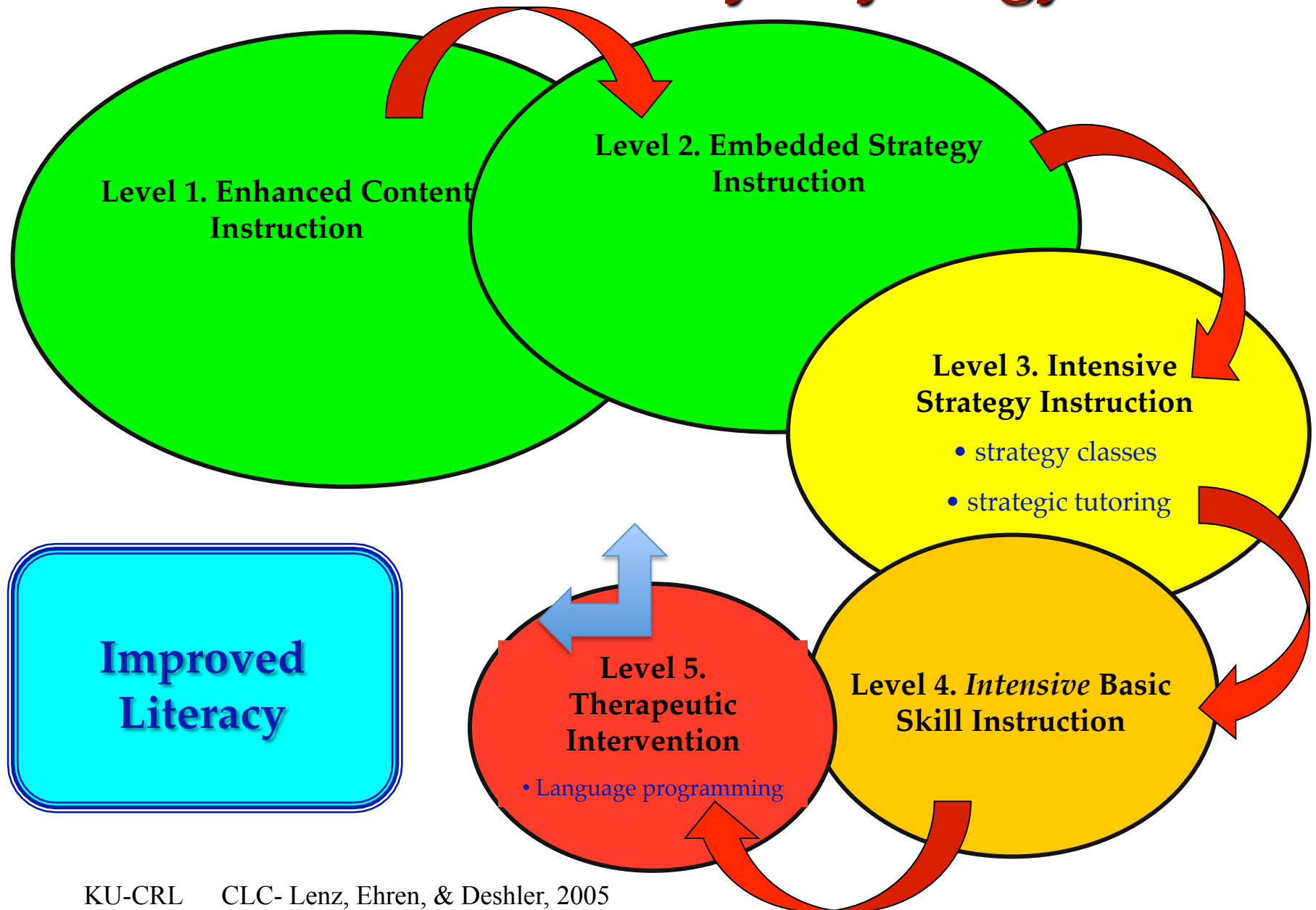
"If it weren't for students impeding our progress in our race to the end of the term, we could certainly be sure of covering the curriculum. The question, however, is not whether we as teachers can get to the end of the text or the end of the term, but whether our students are with us on that journey."

~Pat Cross

What can be done?

Core curriculum teachers need to learn how to focus on the critical content so that mastery is achieved and critical literacy skills and strategies can be embedded naturally during instruction.

Content Enhancement

A way of teaching an academically diverse group of students in which:

- Both group and individual needs are valued and met
- Critical features of the content are selected and transformed in a manner that promotes student learning
- The integrity of the content is maintained
- Instruction is carried out in a partnership with students
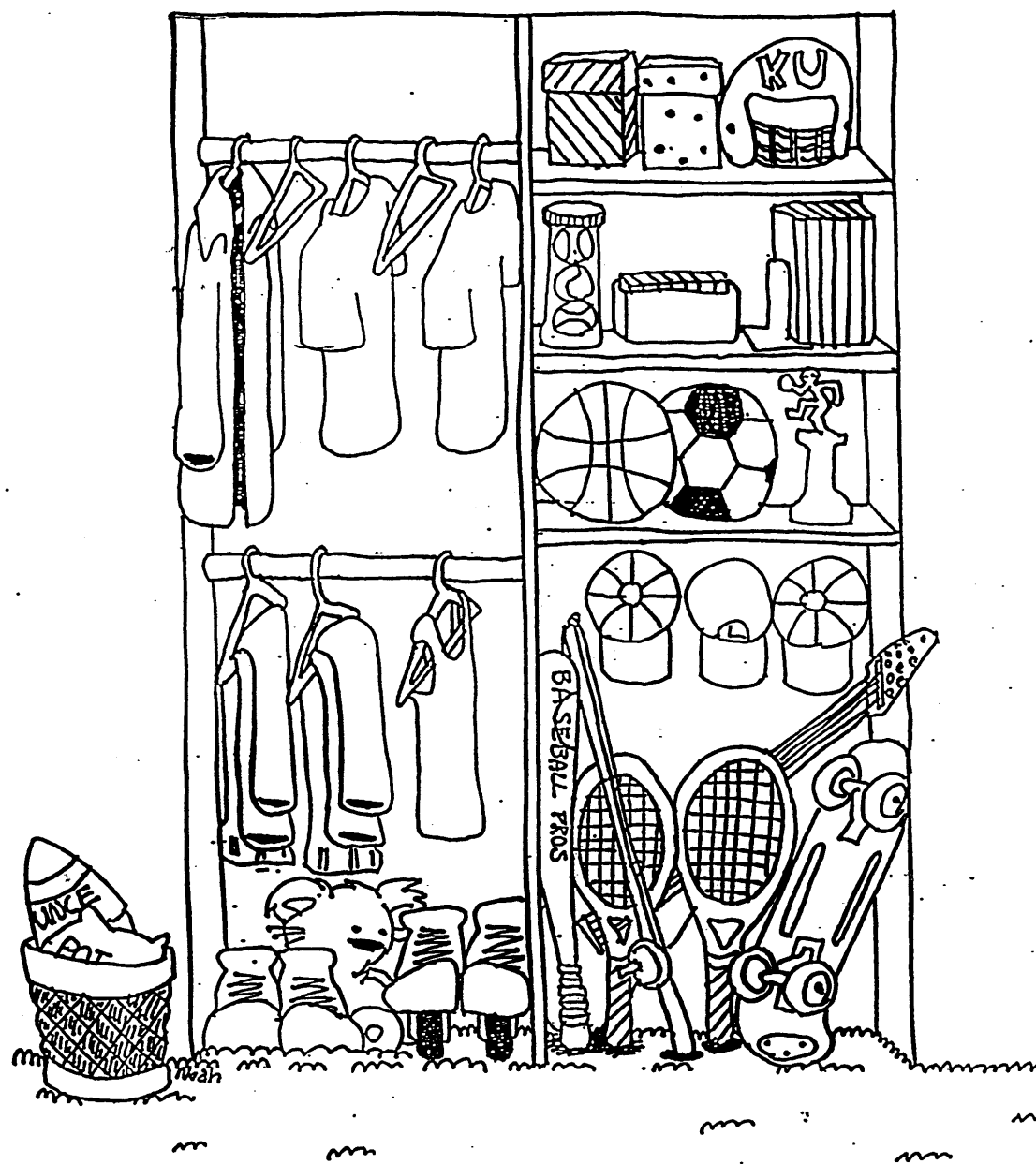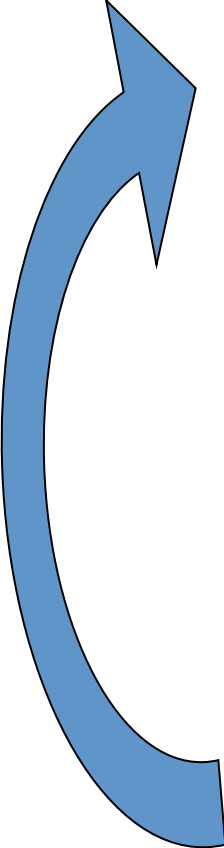
SMARTER Planning

Key Planning Principles

➢ Know the **critical content**

➢ Teach truly **critical content**

➢ Know what makes the **critical content** difficult

➢ Use Teaching Routines that make **critical content** accessible

➢ Teach strategies that will help students learn **critical content**

➢ Be explicit about how you will teach **critical content**

The *SMARTER* Planning Process

- Shape the Critical Questions
- Map the Critical Content
- Analyze Difficulties
- Reach Enhancement Decisions
- Teach Strategically
- Evaluate Mastery
- Re-evaluate Critical Questions

SMARTER Planning

- The Hard Part

- Get mentally **Black** & **Blue**

SMARTER Planning

- The Hard Part

- Get mentally **Black** & **Blue**

SHAPE the critical questions

"What are the three or four questions that represent the heart and soul of this unit? If students could answer these, you could say that they would do well on the test."

MAP the critical content

"If I stopped one of your students in the hall way as they left your class after taking the unit test and asked, "What was that unit about?" What would you want them to say?"

SM**ART**ER Planning

- Thinking & Teaching Creatively
- Thinking about Students
- Thinking about Difficulty

smARTER Planning

- Thinking & teaching creatively
- Thinking about students
- Thinking about difficulty

ANALYZE difficulties

"What would make this unit hard for some, most, or all of my students?"

This unit is difficult because…

- **There is too much information**
- **Some students lack the background knowledge**
- **The text is poorly organized**
- **Major concepts are very abstract**
- **Higher order thinking skills are required**
- **Students have poor question exploration skills**
- **Many students are not independent readers**
- **Some students have difficulty distinguishing important from unimportant information.**

REACH enhancement decisions

"How can I enhance the critical content and reduce the difficulty of learning the information in this unit?"

TEACH strategically

"How can I provide more *informed* & *explicit* instruction?"

SMART**ER** Planning

- **The Emergency Room**

- **Doing Diagnosis**
  – Are my enhancements working?
  – How well can students answer critical questions?
  – Are my critical questions really critical?

- **Doing Prescription**
  – Do need to re-teach or revise?

SMART**ER** Planning

- **The Emergency Room**

- **Doing Diagnosis & Prescription**

EVALUATE mastery

"Are my enhancements working?"

"Do I need to re-teach or revise?"

RE-EVALUATE Critical Outcomes

"How well can students answer the critical questions?"

"Are my critical questions really critical?"

"Did they learn what I expected?"

Create tests around the critical questions

And…..

If they fail to answer the questions,

**Either RETEACH the content
or
REVISE your questions**

The *SMARTER* Planning Process
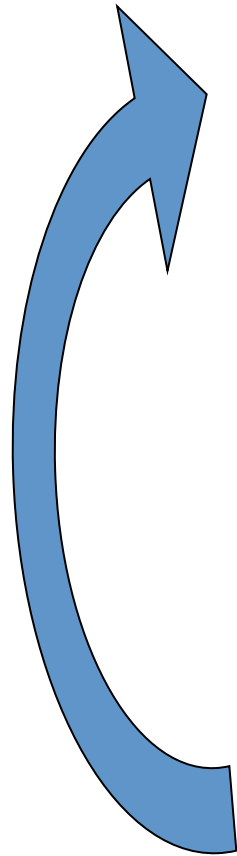
- Shape the Critical Questions
- Map the Critical Content
- Analyze Difficulties
- Reach Enhancement Decisions
- Teach Strategically
- Evaluate Mastery
- Re-evaluate Outcomes

The Power of Content Enhancements

Based on Understandings, People Learn to:

- Master required content, including building on **prior knowledge** to have deep foundations of knowledge

- Acquire ways of organizing knowledge, manipulating information, and reasoning that can be used **within and across content domains** as required for higher levels of literacy demands

- Learn to think **metacognitively** about when, why and where to use and generalize these approaches

Bransford, Brown & Cocking (2000)

CONCEPT DIAGRAM

③ Key Words

- U.S. Civil War
- Northern Ireland
- citizens
- one nation
- ethnic
- many nations
- social rights
- Desert Storm in Kuwait

① CONVEY CONCEPT
② OFFER OVERALL CONCEPT
③ NOTE KEY WORDS
④ CLASSIFY CHARACTERISTICS:

| Civil War ① | armed conflict ② |

Always Present	Sometimes Present	Never Present
groups of citizens +	economic	0 war between nations
within a single nation +	religious	
about distribution of power +	ethnic	
	social	

⑤ EXPLORE EXAMPLES

Examples:

- United States war between the States
- Northern Ireland
- 1990's Crisis in the Balkans

- American Revolutionary War

- World War II
- "Desert Storm" in Kuwait

Prepare for Assessments by Exploration and Building of **PRIOR KNOWLEDGE** through interactive development of key word list.

⑥ PRACTICE WITH NEW EXAMPLE

⑦ TIE DOWN A DEFINITION

A civil war is a type of armed conflict among groups of citizens of a single nation that is caused by concerns about the distribution of power.

③ Known Information ▼

teachers

administrators

rules

penalties

not sure if powers are written down

teachers make assignments

administrators expel

Name: _____

Unit: _____

Anchoring Table

Date: _____

Lesson/ Topic: _____

② **Known Concept**

Decision making in your school

① **New Concept**

Federalism in the U.S.A.

④ **Characteristics of Known Concept**

Decisions are make by administration & teachers.

Rules, written or understood, tell how power is divided.

Some powe... administrato...

Some pow... teachers (...

Some powe... (make rules,...

⑥ **Characteristics Shared**

2 groups are involved

Rules tell how power is divided.

...roup.

...group.

...th

⑤ **Characteristics of the New Concept**

Decisions are made by state & national govt's.

Rules, based on constitution, tell how power is divided.

Some powers belong to national govt (war, money)

Some powers belong to states (education, marriage, gambling).

Some powers belong to both (tax, punish crimes).

VOCABULARY

building by development of analogies

And Key Word Lists.

⑦ Understanding of the New Concept: Federalism in the U.S.A. is a form of government in which decisions are made by both state and national govts. Rules to decide how power is divided are based on the Constitution. Some powers (e.g., make war, coin money) belong to the national govt. Other powers (e.g., education, marriage, gambling) belong to the states. Some powers (e.g., tax, punish crimes) belong to both.

Linking Steps:	1 Announce the New Concept	2 Name Known Information	3 Collect Known Information	4 Highlight Characteristics of Known Concept	5 Observe Characteristics of New Concept	6 Reveal Characteristics Shared	7 State Understanding of New Concept

Adapted from The Concept Anchoring Routine. Copyrights for the template are held by the authors of The Concept Anchoring Routine.

July 2, 2009, Janis Bulgren

Title/standard: _____

Student name: _____   Date: 5/03

Course Question #: _____   Lesson Question #: _____

① What is the Critical Ques... _____ ...ar?

② What are the Key Terms and explanations?

What was the Civil War?

The war between the North and South of the United States of America from 1861-1865

③ What are the Supporting Questions and answers?

How did the South see the problem?

What was their solution to the problem?

What was the effect of implementing their solution?

Problem	Solution	Effect
The South thought the Northern states would try to make decisions for them (such as abolishing slavery & putting taxes on imported goods).	The South decided to leave the United States (secede) & form their own countrty	War followed because the North wanted to perserve the Union.

④ What is the Main Idea Answer?

Southerners saw Northern dominance as a problem, thought leaving the U.S. was the solution, but the effect was war.

⑤ How can we use the Main Idea?

Discuss what a Northerner's view of taxation and slavery might have been.

⑥ Is there an Overall Idea? Is there a real-world use?

O.I: We can understand events by considering the problem-solution-effect pattern.

Describe a current event that could be explained by looking at problem, solution, and effect.

July 2, 2009, Janis Bulgren

Name: _____   **Date:** _____

Unit: _____   # COMPARISON TABLE   **Lesson/Topic:** _____

(2) OVERALL CONCEPT

Economic causes of Sectionalism in the U.S.

(1) CONCEPT

Economic conditions in the North in 1860

(1) CONCEPT

Economic conditions in the South in 1860

(3) CHARA...

Good ports
Good natural resources
Immigrants in labor force
Profit from industries
Good land transportation
Good credit with other count...

(3) CHARACTERISTICS

...rces
... force
...g cotton
...tation
...ther countries

SUMMARIZATION:

Ability developed at the conclusion of each interactively developed Content Enhancement Device.

(9) EXTENSIONS

Study the economic conditions of the West in 1860 and create a list of characteristics to be compared to the North & South.

Good ports
Good natural resources
Good credit with other countries

(5) LIKE CATEGORIES

Quality of ports
Quality of natural resources
Quality of credit

(6) UNLIKE CHARACTERISTICS

Immigrants in labor force	Slaves in labor force
Profit from industries	Profit from agriculture (cotton)
Good land transportation	Poor lan transportation

(7) UNLIKE CATEGORIES

Primary source of labor
Source of profit
Quality of land transportation

(8) SUMMARY

Sectionalism in the U.S. was partially caused by economic conditions in the North & South in 1860. Although the North and South both had good natural resources, ports, and credit, their primary sources of labor and profits were different, as was the quality of their land transportation. Thus, these three differences probably contributed to sectionalism.

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July 2, 2009, Janis Bulgren

CONCEPT DIAGRAM

③ Key Words

① CONVEY CONCEPT
② OFFER OVERALL CONCEPT
③ NOTE KEY WORDS
④ CLASSIFY CHARACTERISTICS:

| Democracy ① | a form of government ② |

United States

Athens

Always Present	**Sometimes Present**	**Never Present**
leaders accountable by elections	direct representation	king rules
citizens have equal voting rights	indirect representation	dictator rules
individuals can oppose government	centralized power	press censorship
all views are tolerated	decentralized power	hereditary transfer of power
statement of civil and political rights	seperation of power	
	unified power	

leaders accountable

views tolerated

⑤ EXPLORE EXAMPLES

Examples:

- United States in 1993
- England 1993
- Athens (500 B.C.)

direct

Non-Examples:

indirect

Russi

no dictator

CATEGORIZATION

of examples as items in a concept class to develop across-domain thinking that enhances higher-order literacy.

⑥ PRACTICE WITH NEW EXAMPLE

⑦ TIE DOWN A DEFINITION

A democracy is a form of government in which leaders are accountable to the people through elections, citizens have equal voting rights, individuals can oppose the government, all views are tolerated, and there is a statement of civil and political rights.

Adapted from The Concept Mastery Routine. Copyrights for the template are held by the authors of The Concept Mastery Routine.

July 2, 2009, Janis Bulgren

The Groundwork for the Picture

The preparation and background for the picture begins with **Organizing Routines** and **SMARTER Planning** that guides integration of **Content Enhancements** needed to enhance student learning.
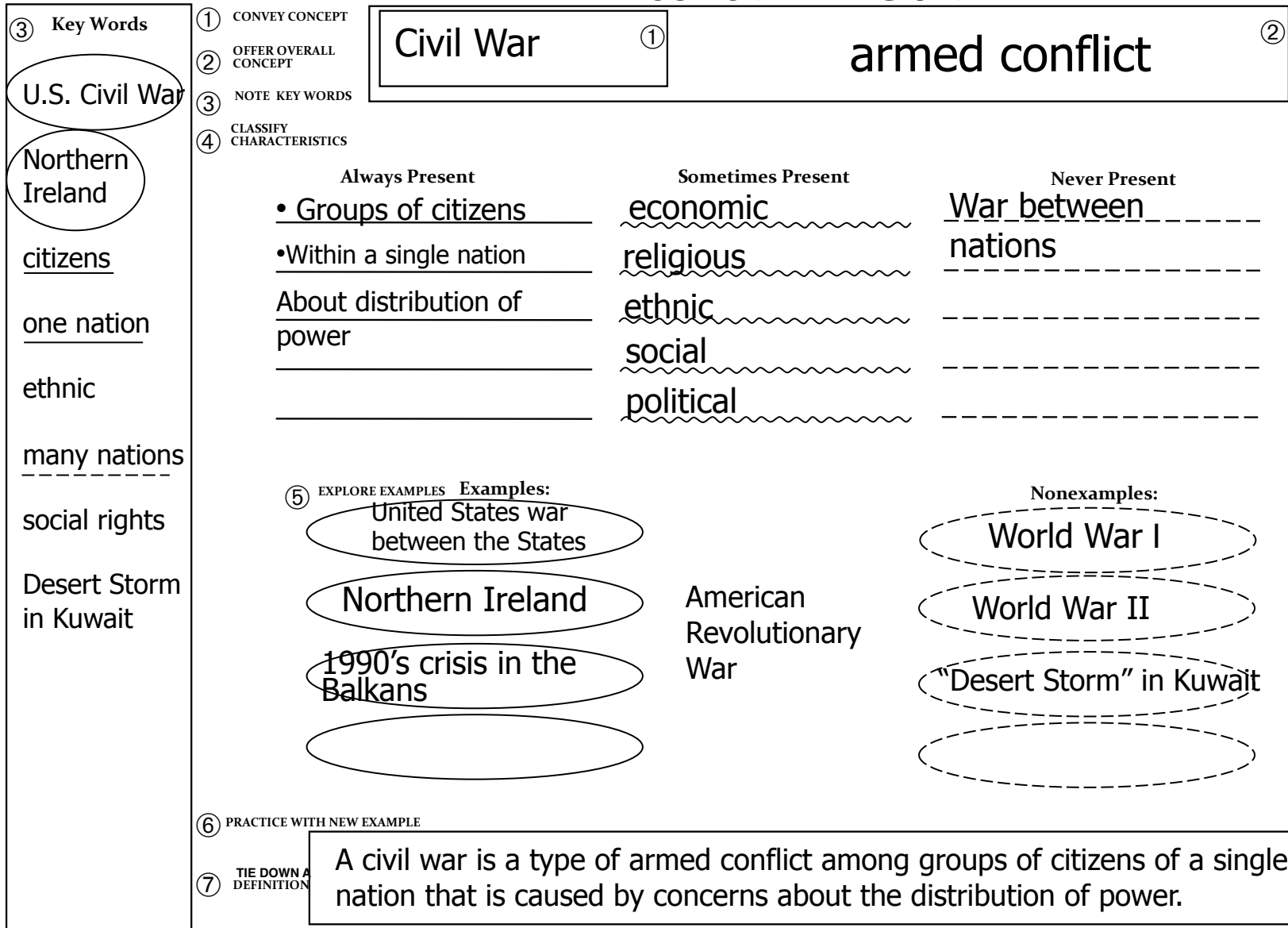
Tier 1 Instruction

- **Cue**

- **Do**

- **Review**

"I do it!" - Learn by <u>watching</u>

"We do it!" - Learn by <u>sharing</u>

"You do it! - Learn by <u>practicing</u>

CONCEPT DIAGRAM

③ **Key Words**

Civil War ①

armed conflict ②

U.S. Civil War

Northern Ireland

citizens

one nation

ethnic

many nations

social rights

Desert Storm in Kuwait

Always Present	Sometimes Present	Never Present
• Groups of citizens	economic	War between nations
•Within a single nation	religious	
About distribution of power	ethnic	
	social	
	political	

Examples:

United States war between the States

Northern Ireland

1990's crisis in the Balkans

American Revolutionary War

Nonexamples:

World War I

World War II

"Desert Storm" in Kuwait

A civil war is a type of armed conflict among groups of citizens of a single nation that is caused by concerns about the distribution of power.

A
SMARTER
World!

Assessment in Tier 1

HOW DO WE KNOW WHEN EVIDENCE-BASED INSTRUCTION IS IN PLACE?

Assessment in Tier 1

- Common Assessments – system level check
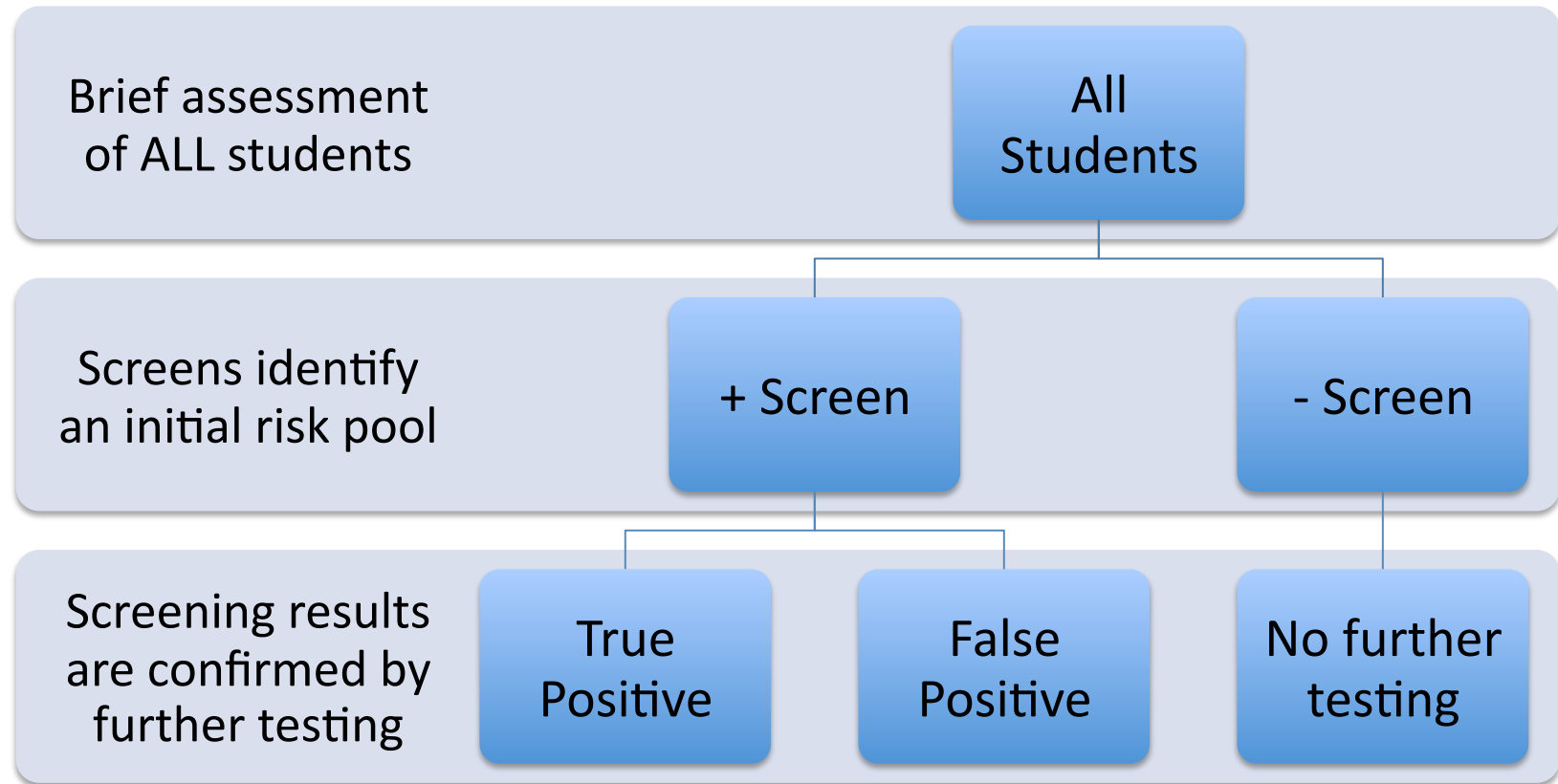- Universal Screening – student & system level check

Common Assessments are Tools For:

- aligning curriculum with standards
- reaching consensus on priorities for instruction and assessment
- pacing curriculum implementation
- generating discussion and building common language among educators and students
- preparing for statewide assessments
- providing a common context for reporting student performance.

Common Assessment Examples

- EOC exams
- Vocabulary matching in the content areas
- Essay/writing prompts and rubrics – responding to critical questions

What is Universal Screening?

Brief assessment of ALL students

All Students

Screens identify an initial risk pool

+ Screen

- Screen

Screening results are confirmed by further testing

True Positive

False Positive

No further testing

Identifying an Initial Risk Pool

	At-risk on Outcome	**Not At-risk on Outcome**	Initial Risk Pool
+ on Screen	True Positive	False Positive	
-on Screen	False Negative	True Negative	

At-risk kids we've missed

Managing the Risk Pool

	At-risk on Outcome	Not At-risk on Outcome
+ on Screen	True Positive	False Positive

The goal is to identify *all* or *nearly all* of the students at-risk (True Positives). This limits the number of students who fall through the cracks (False Negatives). At the same time, we have to minimize the over-identification of students (False Positives)

At-risk for what?

- At middle school, it is likely that outcomes will include successful completion of state assessments each year, maintaining a certain GPA, and credit completion

- At high school, the primary outcome of interest is likely high school graduation – this is probably comprised of GPA, test scores & credit completion

Screening: Early Warning System

- National High School Center Early Warning System Tool
- Attendance in the first 20 days of 'transition' years is a powerful indicator of high school graduation
- Courses Failed
- Cumulative GPA
- Credits Earned

Student Report

						Semester One Indicators of Risk				

EWS Alert	Last Name	First Name	Student ID	Grade	Flag for First 20 Day Count Attendance	Flag for Q1 Attendance	Flag for S1 Attendance	Flag for Course Fs	Flag for GPA
	Doe	John	411002220	10	No	No	No	--	No
	Doe	Jane	211057011	10	No	No	No	--	No
	Doe	Anne	411002221	10	No	No	No	--	No
	Smith	John	111985000	10	No	No	No	--	No
	Smith	Mary	511057028	10	No	No	No	--	No
	Smith	Bill	411057008	10	No	No	No	--	No
	sample	a	211057012	10	No	No	No	--	No
⚑	sample	b	11384	10	No	No	No	--	Yes
⚑	sample	c	411992201	10	Yes	Yes	Yes	--	No
⚑	sample	d	511057029	10	Yes	No	No	Yes	No
	sample	e	10108	10	No	No	No	--	No
⚑	sample	f	311057002	10	No	Yes	No	Yes	Yes
⚑	sample	g	10020	10	Yes	Yes	No	--	No
	sample	h	111984624	10	No	No	No	--	No
⚑	sample	i	111985001	10	No	Yes	No	--	No

Note: "Student Information" spans Last Name, First Name, Student ID, Grade columns.

Early Warning System Tool: National High School Center
http://www.betterhighschools.org

Suggested Screening Process for 6th – 12th Grade

Step 1: Review Screening Results

Step 2: Identify Students who don't meet benchmarks

Step 3: Determine Severity of Discrepancy

Step 4: Conduct Targeted Assessments to Inform Intervention

- All Students
  - Does Not Meet Benchmark
    - Moderate to Significant Discrepancy → Determine Nature of Discrepancy
    - Near Benchmark → Individual Student and Program Planning
  - Meets Benchmark
    - Continue

Screening: Academic Areas

- Most screening processes will rely on the use of performance benchmarks established for progress monitoring tools

- Schools will need to check the validity of the established benchmarks – are they predictive of performance on state assessments?

- Prior performance on state assessments should be considered

- Other factors, such as whether a student is an English language learner should be considered

- [Screening Tool Review](#)

  http://www.rti4success.org

Positive Consequences

- An accurate screen should direct at-risk students to appropriate intervention

- The screening process should not become a benchmark or de facto curriculum blueprint

- Decision rules and cut scores require local scrutiny, periodic adjustment, and possible adjustment depending on sub-group status (e.g. ELL, FRL)

Tier 1 Instruction & Assessment

HOW DO I GET STARTED?

Self-Reflection

- What elements of evidence based instruction do we have in place?

- How do we know when it is in place?

- What are our top priorities for getting started?

Building an Integrated System of Intervention

TIER 2: INTERVENTION, PROGRESS MONITORING, IMPLEMENTATION

Guiding Questions

- What are research based interventions that support student progress in Tier 1?

- How do we know what to put in place and if it is working?

- How do we get started?

Content Literacy Continuum (CLC)

Level 1. Enhanced Content Instruction

Level 2. Embedded Strategy Instruction

Level 3. Intensive Strategy Instruction
- strategy classes
- strategic tutoring

Level 4. *Intensive* Basic Skill Instruction

Level 5. Therapeutic Intervention
- Language programming

Improved Literacy

KU-CRL   CLC- Lenz, Ehren, & Deshler, 2005
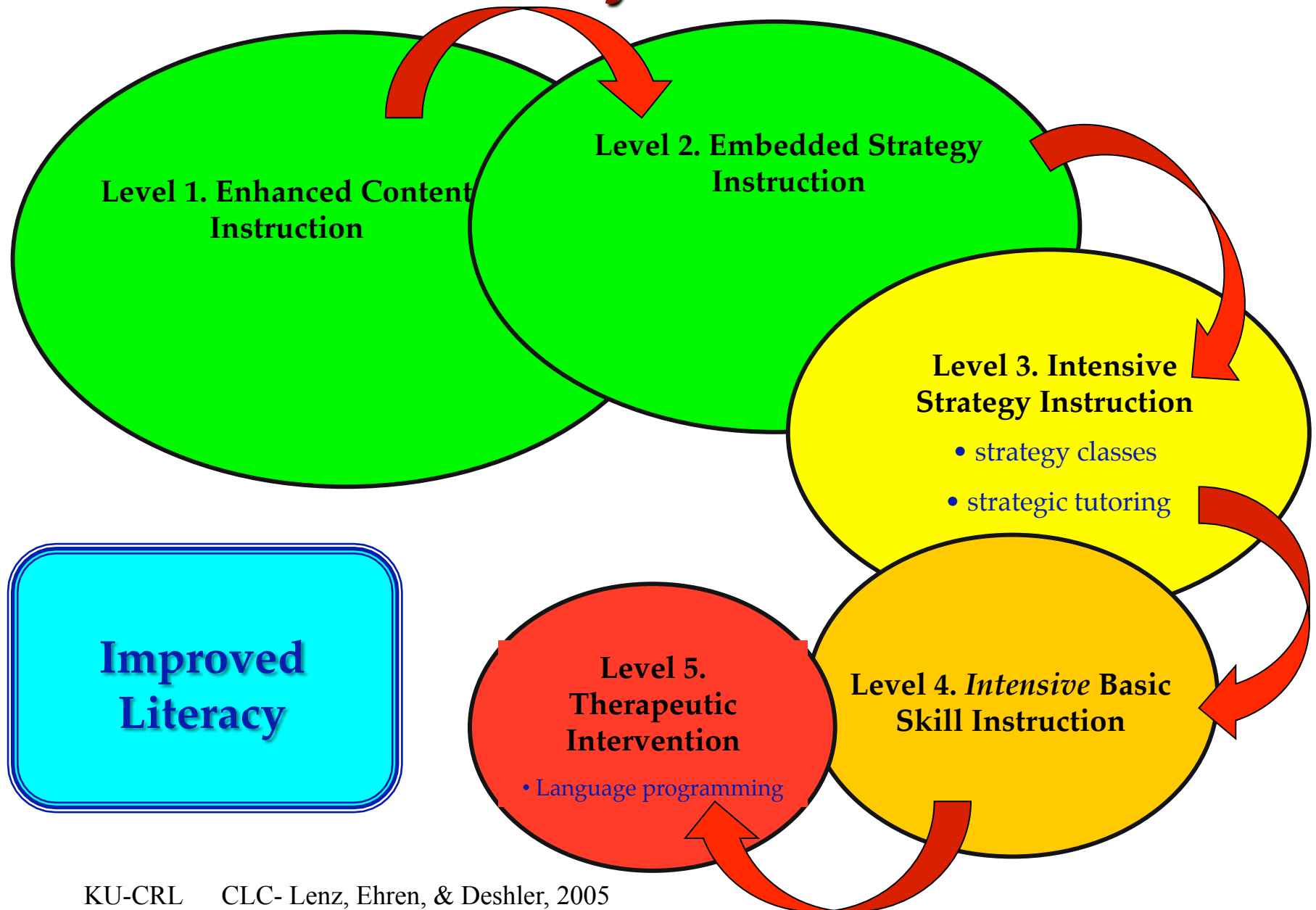
PRIOR KNOWLEDGE

Hierarchical CATEGORIZATION

ANALYSIS of characteristics

DISCRIMINATING EVALUATION

CONCEPT DIAGRAM

③ **Key Words**

- U.S. Civil War
- Northern Ireland
- citizens
- one nation
- ethnic
- many nations
- social rights
- Desert Storm in Kuwait

① CONVEY CO...
② OFFER OVERALL CONCEPT
③ NOTE KEY WORDS
④ CLASSIFY CHARACTERISTICS

| Civil War ① | armed conflict ② |

Always Present
- Groups of citizens
- Within a single nation
- About distribution of power

Sometimes Present
- economic
- religious
- ethnic
- social
- political

Never Present
- War between nations

⑤ EXPLORE EXAMPLES **Examples:**

- United States war between the States
- Northern Ireland
- 1990's crisis in the Balkans

American Revolutionary War

Nonexamples:

- World War I
- World War II
- "Desert Storm" in Kuwait

⑥ PRACTICE WITH NEW EXAMPLE

⑦ TIE DOWN A DEFINITION

A civil war is a type of armed conflict among groups of citizens of a single nation that is caused by concerns about the distribution of power.

Strategic Instruction

is instruction in

how to learn

and perform

What is a Strategy?

An individual's approach to a task is called a

strategy

It includes how a person **thinks** and **acts** when **planning**, **executing**, and **evaluating performance** on a task and its outcomes.

Paraphrasing Strategy

Step 1   **R**ead a paragraph.

Step 2   **A**sk yourself, "What were the main ideas and details in this paragraph?"

Step 3   **P**ut the main ideas and details into your own words.

8 Stages of Explicit-Instruction

1. Pretest & Make Commitments
2. Describe
3. Model
4. Verbal Rehearsal (Elaboration)
5. Controlled Practice & Feedback
6. Advanced Practice and Feedback
7. Posttest & Commitments
8. Generalization

Schumaker & Deshler (1992)

Self-Questioning Strategy

- **A**ttend to clues as you read

- **S**ay some questions

- **K**eep predictions in mind

- **I**dentify the answer

- **T**alk about the answers

SIM
Strategic Instruction Model

CLC
Content Literacy Continuum™

Learning Strategies

SIM
Strategic Instruction Model
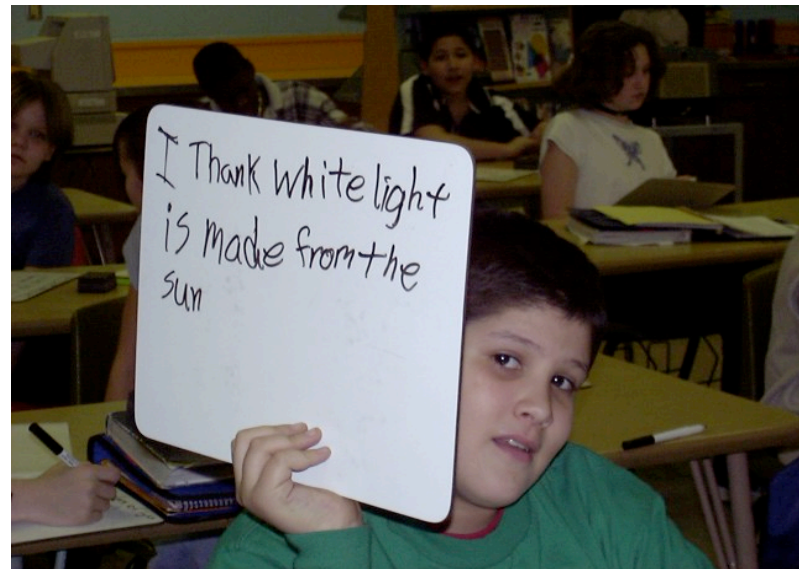
Acquisition

- Word Identification
- **Paraphrasing**
- Fundamentals of Summarizing & Paraphrasing
- **Self-Questioning**
- Visual Imagery
- Word Mapping

Storage

- First-Letter Mnemonic
- Paired Associates
- Listening/Note-taking
- Vocabulary

Expression of Competence

- Sentence Writing
- Paragraph Writing
- Error Monitoring
- Theme Writing
- Assignment Completion
- Test-Taking
- Essay Test Taking

Building Blocks for Content Literacy
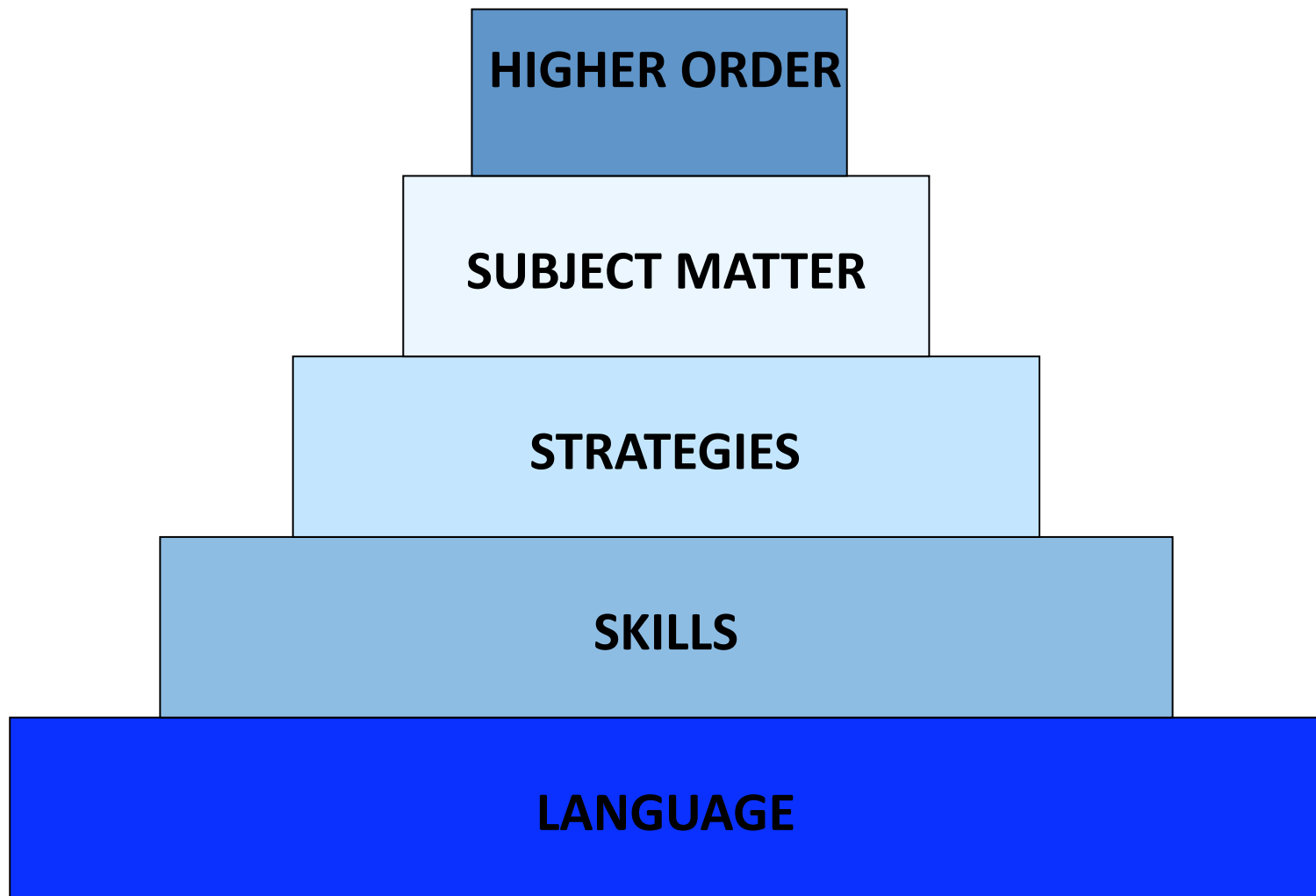
TIER II: TARGETED INTERVENTION

Focus	**Students who struggle and need targeted skills - have NOT responded adequately to Tier I efforts**
Program	**Specialized scientifically-based reading/math program(s) emphasizing the critical elements for students with difficulties or disabilities**
Grouping	**Homogeneous smaller group instruction (1:10)**
Time	**25-30 minutes per day in addition to 90 minutes of core instruction.**
Assessment	**Weekly, bi-weekly progress monitoring on targeted skills to ensure adequate progress and learning**
Interventionist	**Personnel with specialized training (SPED teacher, specialized reading/math teacher, etc.)**
Setting	**May be the general classroom, an appropriate setting dependent upon intervention & available resources**

Progress Monitoring and Data-Based Decision Making in Tier 2

HOW DO WE KNOW WHAT TO PUT IN PLACE AND IF IT IS WORKING?

How do we know what to put in place?

1. What are the areas of greatest need based on student data?

2. What evidence-based interventions are effective and needed?

3. To what extent are effective interventions already in place?

4. What are the behavioral expectations and system to support student engagement?

Progress Monitoring
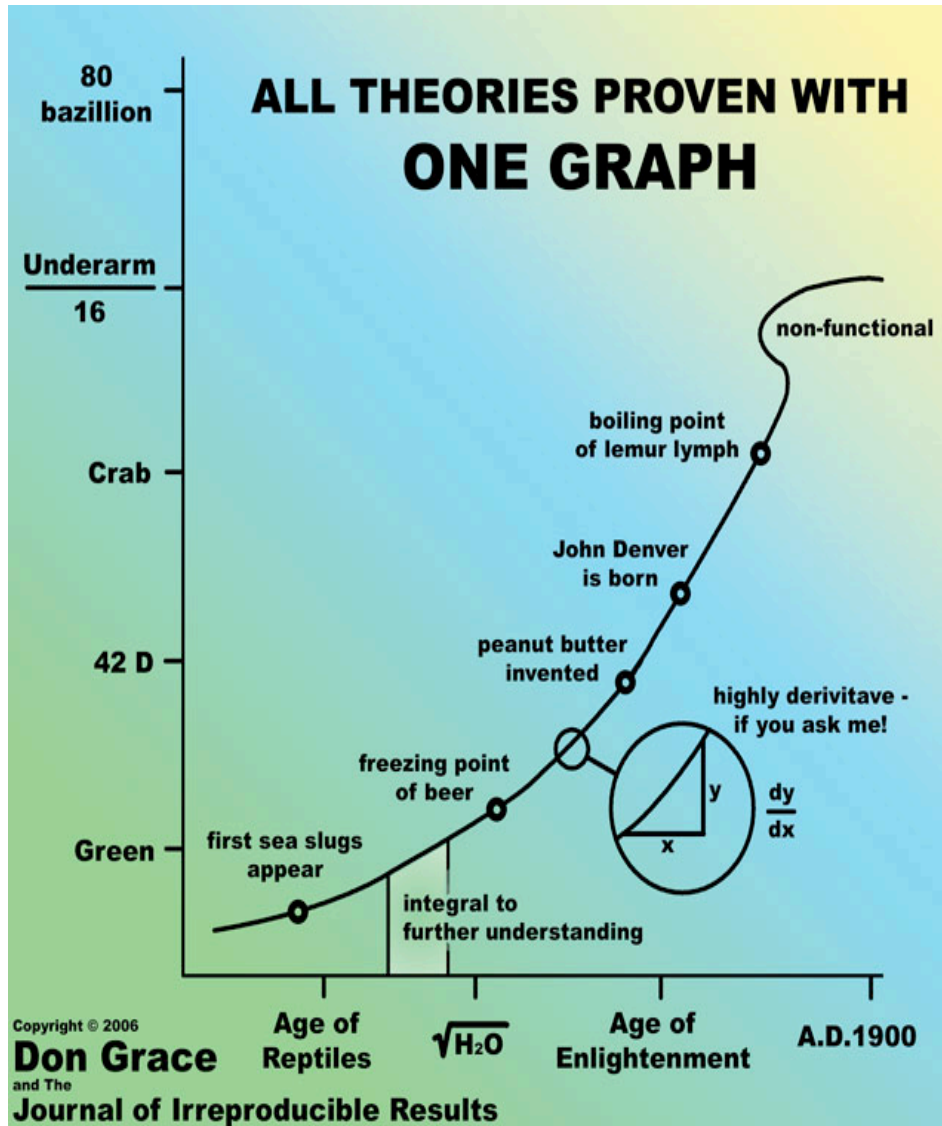
What is Progress Monitoring?

Assessing academic performance on a regular basis to:

- Determine whether students are benefiting appropriately from instruction and/or intervention

- Build more effective programs for students who are not benefiting

Features of PM

☑ Decision rules must be designated

- Trend line after 8 data points
- 4 of last 6 points below line

☑ Rationale provided for decision rules

☑ Measures administered frequently (in Tier 2, twice/week)

☑ Student performance on PM are *one* source for informing instruction

Questions answered by PM

➢ Are most students at the classroom level making acceptable progress?

➢ Are most students in an intervention making acceptable progress?

➢ Is the individual student responding to instruction/intervention?
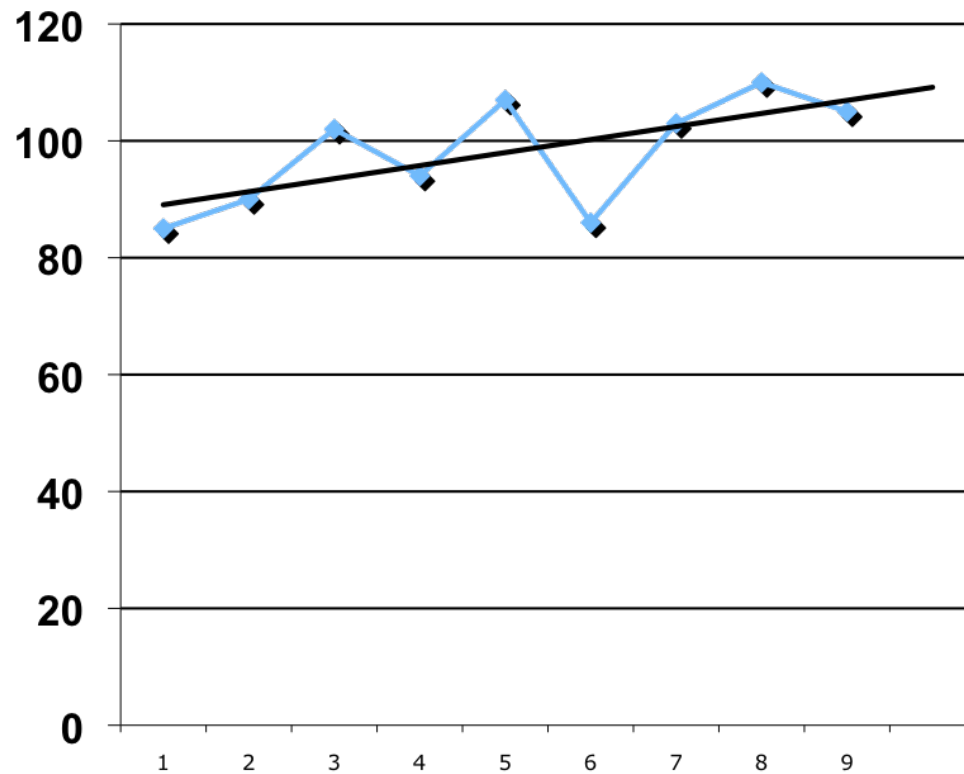
Classroom Graph
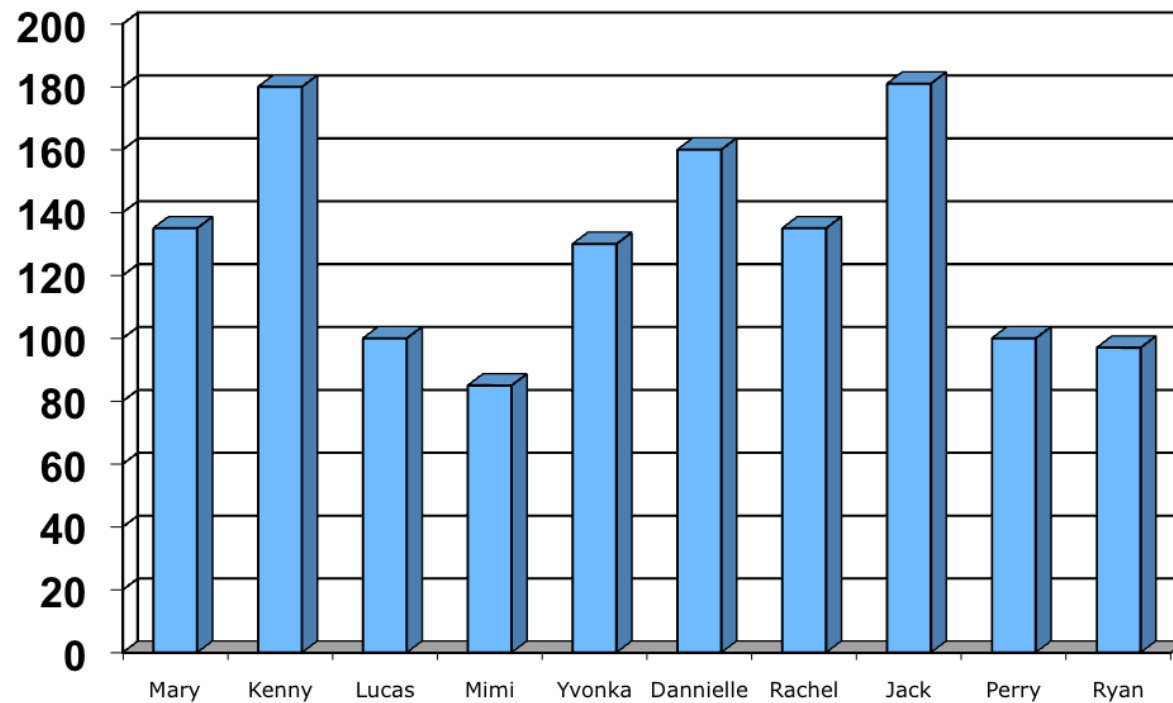
%ile	WCPM
90	189
75	163
50	136
25	108
10	85

*AIMSWEB 7th GR Fall norms

Individual Graph

%ile	WCPM
90	196
75	172
50	144
25	116
10	90

*AIMSWEB 7th GR Winter norms

WCPM

Linear(WCPM)

What Tools Exist?

Reading

http://www.fcrr.org/forf_mazes/forf.htm

http://www.studentprogress.org/chart/progressmonitoringtools/

What Tools Exist?

Math

http://www.studentprogress.org/chart/progressmonitoringtools/

http://www.ci.hs.iastate.edu/aaims/

Challenges

- Many secondary level teachers may not have experience with PM

- Administration provides infrastructure (technology, time, training) for PM

- Who looks at results? Who administers measures?

- Collaboration between specialist & general educator on PM - how is the student doing in Tier one?

Tier 2 Intervention & Assessment

HOW DO I GET STARTED?

5 Steps to Begin:

1. Determine a Core Problem-Solving Teamto:

Evaluate current practices and programs

Determine how classroom teachers will be involved in the RtI process

Determine the schedule (frequency and duration) for meetings

2. Data Collection for referrals into Tier 2

Determine individuals responsible for initial referrals

Determine the specific forms for data collection

Determine parent involvement in process

3. Determine Data Analysis Procedures

Agree upon kinds of data to be collected for initial referral

Determine how data will be distributed to the Core Team and classroom teachers involved in next Problem-Solving Team (PST) meeting

Determine who will be responsible for presenting data during PST meeting

4.Developing a Bank of Interventions

Start small – less is more in the beginning

Evaluate what interventions are already in place

Determine greatest areas of need both academically and behaviorally

5.Determine Progress Monitoring Tools, Documentation, and Evaluation Procedures

Tools for progress monitoring interventions should be frequent enough to evaluate periodic gains

Consider readily available CBMs to measure gains

Align professional development with progress monitoring and interventions

What are the Goals of Interventions?

Systematic, Systematic, Systematic!

- They should focus on individualized instruction in a whole group setting (classroom) – Tier 1

- They should address the main student learning issues in your building (motivation, organization, or reading deficits) - Tier 2

- They should provide individualized, intensive support – Tier 3

Self Reflection

- Do we know what academic areas are of greatest concern (and for which subpopulations of students)?

- What interventions/supports do we already have in place?

- What resources and infrastructure do we have? Do we need?

Necessary Conditions*

- Sustained investments in **professional development** programs with **high quality instructional coaching** .

*Deshler (2009)   *Fuchs & Deshler (2007)

Effectiveness of Staff Development Activities

	Knowledge Acquisition	Skill	Classroom Application	Effect Sizes*
Present Information	40-80%	10%	5%	.01
Present + Model	80-85%	10-40%	5-10%	.03
Present + Model + Practice + Feedback	80-85%	80%	10-15%	.39
Present + Model + Practice + Feedback + Coaching	90%	90%	**80-90%**	**1.68**

National Staff Development Council, 1995; Fullan, 1991; Joyce & Showers, 1984; Joyce & Showers, 1988; Mehring, 1999.

Necessary Conditions

- Sustained investments in **professional development** programs with **high quality instructional coaching** .

- **Engaged administrators** who set expectations for adoption and proper implementation

Asking important questions

- Do we have a **culture of encouragement**?

- Is there a **shared sense of purpose**?

- Is there a deep commitment to *each of us***improving our craft**?

- How **transparent** is our **instruction**?

- Is there a **culture of** individual and group **accountability**?

- What characterizes our **interactions with each other**?

*Deshler (2009)

Necessary Conditions

- Sustained investments in **professional development**programs with **high quality instructional coaching** .

- **Engaged administrators**who set expectations for adoption and proper implementation

- **District level support**to develop necessary infrastructure to support systems change

*Deshler (2009)

Necessary Conditions

- Sustained investments in **professional development**programs with **high quality instructional coaching** .

- **Engaged administrators**who set expectations for adoption and proper implementation

- **District level support**to hire teachers who embrace principles of the initiative and possess the skills

- Willingness to **stay the course**

IMPROVEMENT   PROCESSES
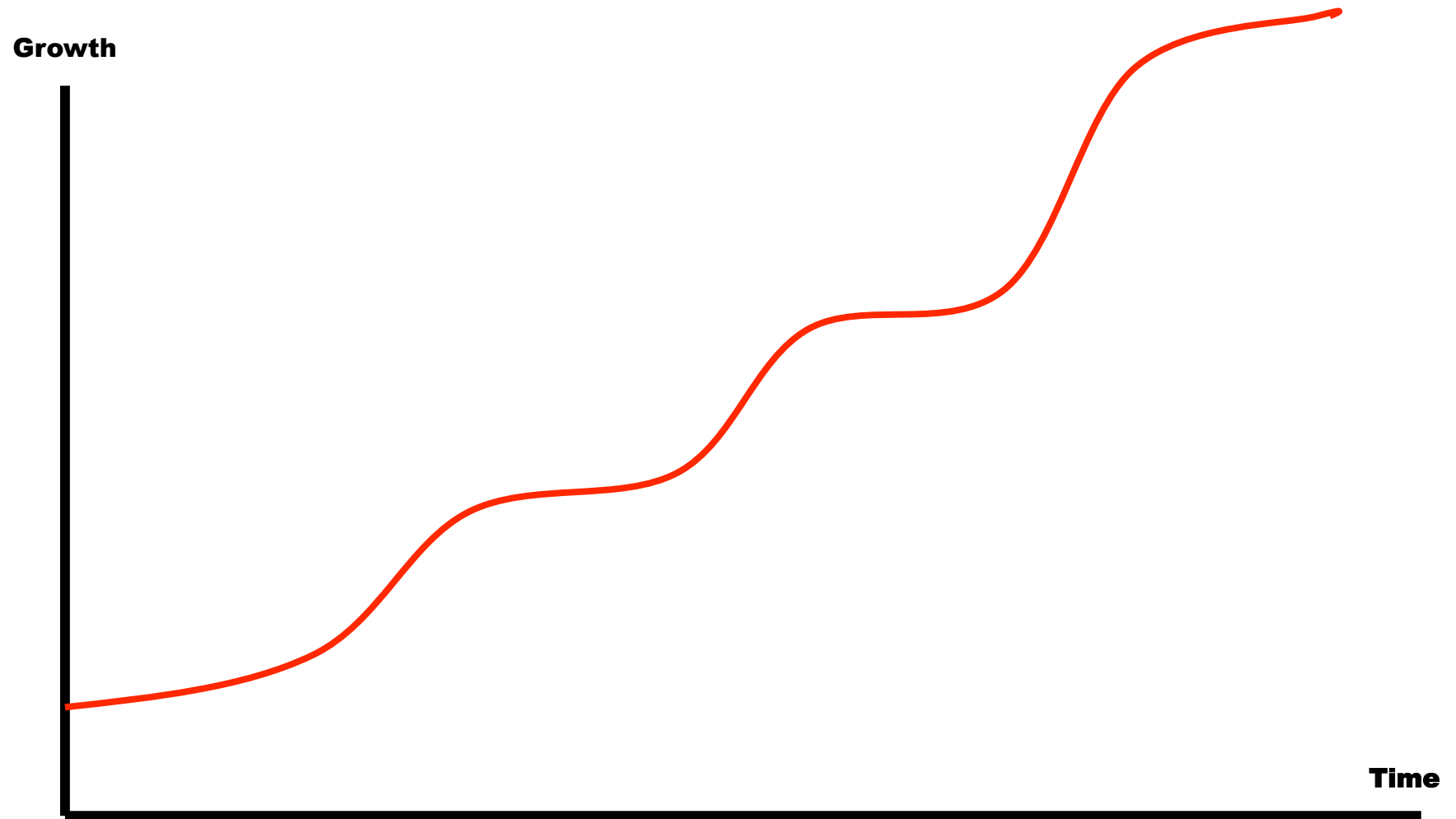
Growth

Time

Necessary Conditions

- A willingness to **redefine roles** and **change the school's culture**

- Staff given sufficient **time to "make sense of"** and accommodate change into their instructional framework, and have their questions and concerns addressed

Necessary Conditions

- A willingness to **redefine roles** and **change the school's culture**

- Staff given sufficient **time to "make sense of"** and accommodate CLC into their instructional framework, and have their questions and concerns addressed

- The degree to which decisions regarding the adoption of RTI is perceived as being one in which their **voice has been heard**

*Deshler (2009)

Wrapping Up

- What were your three big take away points from today's training?

- Final Questions?

- Contact information is in your packet.

- Best of luck and thank you!